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COMMITTEE MEETING
STATE OF CALIFORNIA
INTEGRATED WASTE MANAGEMENT BOARD
EDUCATION AND PUBLIC OUTREACH COMMITTEE

JOE SERNA, JR., CALEPA BUILDING
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APPEARANCES

COMMITTEE MEMBERS

Cheryl Peace

Linda Moulton-Patterson

Carl Washington

BOARD MEMBER ALSO PRESENT

Michael Paparian

STAFF

Julie Nauman, Chief Deputy Director

Elliot Block, Staff Counsel

Bill Albert, Manager, Print and Web Publication

Trisha Broddrick, Director, Office of Environmental
Education

Tom Estes, Acting Deputy Director

Roni Java, Staff, Public Outreach Office

Selma Lindrud, Committee Secretary

ALSO PRESENT

Jerry Lieberman, Director, State Education Environment
Round Table

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1 PROCEEDINGS

2 CHAIRPERSON PEACE: Good morning. Welcome to the
3 second meeting of the Education and Public Outreach
4 Committee. We have a pretty short agenda today, so let's
5 begin.

6 Selma, will you please call the roll.

7 SECRETARY LINDRUD: Moulton-Patterson?

8 COMMITTEE MEMBER MOULTON-PATTERSON: Here.

9 SECRETARY LINDRUD: Washington?

10 COMMITTEE MEMBER WASHINGTON: Here.

11 SECRETARY LINDRUD: Peace?

12 CHAIRPERSON PEACE: Here.

13 Okay. Thank you. At this time please put your
14 cell phones and pagers on vibrate. There are a limited
15 number of agendas on the back table. And there are also
16 speaker slips if anybody would like to have some input.
17 If you would like to address the Board on an item, please
18 bring your speaker slip to Ms. Lindrud sitting over there
19 to my left. Thank you.

20 Members, any ex partes?

21 Ms. Moulton-Patterson.

22 COMMITTEE MEMBER MOULTON-PATTERSON: I have none.
23 I'm up to date.

24 CHAIRPERSON PEACE: Mr. Washington?

25 COMMITTEE MEMBER WASHINGTON: I'm up to date.

1 CHAIRPERSON PEACE: I'm also up to date.

2 Okay. First is Trisha Broddrick with the Office
3 of Integrated Environmental Education's Deputy Director's
4 report.

5 OFFICE OF ENVIRONMENTAL EDUCATION DIRECTOR

6 BRODDRICK: Good morning, Madam Chair, and Committee
7 members. I am Trish Broddrick, and I'd like to spend my
8 time on this agenda item just profiling some important
9 events that took place this past month, primarily the
10 institutes for the environmental ambassador pilot program
11 school districts. And I think this is a really good segue
12 for the second agenda item, which will be presented by our
13 consultant, Dr. Jerry Lieberman. And he will, in effect,
14 give you a profile of these districts and their programs
15 and some of the planned elements that were developed
16 during these institutes that we hosted in July.

17 We held two institutes, one in Northern
18 California and one in Southern California. And we have
19 seven school districts who are part of our environmental
20 ambassador pilot programs. And just to kind of recap the
21 distinction between the two types of grantees, the
22 environmental ambassadors are our model programs. They
23 have existing programs in place, but we are providing them
24 with grant funds to enhance their programs, expand them,
25 and also to facilitate a better fit or connection between

1 what's happening in the classroom and what they can do on
2 the campus and even the community.

3 So the seven school districts that we are
4 providing grant funds for, they attended these week-long
5 five-day institutes. And I think what was really a
6 highlight about these institutes is that we not only had
7 teachers participate, we had a whole array of stakeholders
8 who have interest and participation in these programs.
9 And that included principals, superintendents, custodial
10 and facilities personnel, food service personnel. We even
11 had a librarian, a yard duty staff person, a home school
12 coordinator, and curriculum coordinators from the school
13 district offices, and local jurisdiction representatives,
14 a hauler, a recycling center representative, and other
15 local resource partners.

16 So you can see we had everyone who could
17 potentially assist these students and these teachers to
18 develop these program on the campuses participating in
19 these institutes and helping to develop an implementation
20 for their programs.

21 These teams worked collaboratively for four full
22 days towards the common goal of having the presentation
23 they were going to make the last day that was going to
24 reflect the integrated and multi-disciplinary education
25 program. And it's action oriented, and it's

1 student-driven, meaning that the partners were working
2 very closely together to go beyond the confines of even
3 the text book, their grade levels they teach, the
4 curriculum or the subject matter they teach to look at the
5 class within the context of the school, and even beyond
6 the school boundaries to look at the school within the
7 context of the natural and built communities.

8 These participants started out with community
9 mapping projects, and I think that's very unique to
10 actually look at the place and to see what are the
11 resources in the built-in natural environment that we can
12 utilize and help develop into our integrated education
13 programs. And I think by broadening the horizons that the
14 educators and the participants were able to see
15 watersheds, they hadn't thought of or just took for
16 granted, utilities that were in their communities,
17 municipalities, never thought of them as resources. They
18 found environments with endangered species vernal pools,
19 recycling facilities, and just broaden their horizons.

20 And then what they did is they put their heads
21 together and thought about how can we pull together a
22 classroom program where our curriculum and the standards
23 within the curriculum can be used to teach the students
24 about these environments and the school's place in that
25 environment and have the kids participate in doing

1 something about it -- whether it be an audit for waste,
2 energy, whether it be to adopt a watershed, all of these
3 were bounced around. And those four days were spent in
4 conceptualizing these programs. And the last day was
5 utilized for presenting the plan through a Power Point
6 presentation.

7 So some of the highlights included -- first of
8 all, a couple of our environmental ambassador model
9 program recipients, the school districts, have received
10 awards outside of our program area. Oak Grove School
11 District has received a CRRA school of the year award.
12 And also Desert Sands Unified School District has been
13 chosen to receive U.S. EPA's waste-wise partner of the
14 year award. So we've got some pretty distinguished school
15 districts who are working with us on this.

16 Highlights that I just wanted to share with you
17 from my staff, the breadth of the districts representing
18 is amazing. We have very large school districts like
19 Fresno and San Juan Unified School District in Sacramento
20 with close to or exceeding 90 schools, too one to small --
21 to small one and two school districts like Warner and Oak
22 Grove. So we get a real diverse representation and
23 feedback on programs there.

24 The Warner team confirmed that the waste
25 assessment and assistance provided by our staff has been

1 very valuable for them as they pursue planning of an
2 anaerobic digester for pig waste for an extensive verma
3 composting program on the school site.

4 Burbank Unified School District has a strong
5 network of community partners. And I was there, and I'll
6 tell you, Warner Bros. is just so thrilled to be
7 participating and being an assistant there. Their senior
8 vice president for environmental programs was there and
9 came up to me and asked how she could assist.

10 One of San Juans Unified School District's high
11 school teachers said he was ready to retire and had cut
12 back on his involvement with his recycling program, but
13 after the workshop he felt rejuvenated and excited about
14 continuing on. He was to grateful to find other kindred
15 spirits with whom he can work and to find a program like
16 ours with resources to assist and help carry out their
17 vision and goals. That's some of the descriptive terms
18 that I heard over and over again were, "I feel renewed,"
19 "I feel energized," "This is very exciting."

20 It was a pleasure to see the district teams learn
21 from one another. And that was another thing that I
22 experienced that was very interesting is to have these
23 teachers there who work at the same facility and have
24 never even met each other before, let alone collaborated
25 on a project and education. For example, one of the

1 science teachers from the Humbolt team is interested in
2 connecting with the Fresno Unified School District science
3 teacher regarding their water-related project.

4 It was also rewarding to witness the local
5 jurisdictions and community resources diving in to help in
6 whatever way they could. Fresno Unified School District
7 is fortunate to have available to them 600 recycling bins
8 available for delivery to their campuses. And these bins
9 are being provided by the city of Fresno's Waste
10 Management Department through a Department of Conservation
11 brand.

12 I personally want to thank Board Chair Linda
13 Moulton-Patterson and Committee Chair Peace for showing up
14 on the first day and providing a presentation. We also
15 had present during the Sacramento institute Superintendent
16 Jack O'Connell. We had a Water Board member, Gary
17 Carlton. Also Under Secretary of State and Consumers
18 Services Agency, Arnie Sowell. And finally Secretary
19 Winston Hickox showed up on Friday planning to make a
20 brief presentation and then get back to his other
21 business. And after making his presentation and fielding
22 questions from the audience, was extended to a half an
23 hour, he was so excited about what he was hearing he
24 stayed the whole afternoon and listened to every single
25 Power Point presentation from the district. And then I

1 got an e-mail from Kathy Fletcher the next day saying he
2 had called and he said he was "jubilant" about this
3 program. So we're just thrilled. And I think that's
4 indicative of the potential of this program.

5 Just in closing, our next step is the QES
6 grantees. We have initiated already some of the two-day
7 institutes for these particular school districts, but they
8 will continue through September. The final being in
9 Southern California September 16th and 17th. And then we
10 hope to bring that information back to the Committee at
11 that time.

12 So if you have any questions, I'd be happy to
13 field those right now.

14 CHAIRPERSON PEACE: Anybody have any comments?
15 Questions?

16 COMMITTEE MEMBER MOULTON-PATTERSON: Sounded like
17 it went really well. What I saw was exciting. Thank you
18 for the work, everyone, Jerry, Trish. Your whole
19 department did a great job.

20 CHAIRPERSON PEACE: This whole program is so
21 wonderful. Just the hope of all of us that these schools
22 and this program can become models for all the schools in
23 our state.

24 OFFICE OF ENVIRONMENTAL EDUCATION DIRECTOR
25 BRODDRICK: Absolutely. And particularly in light of the

1 fact that standards and assessment are so rigid and
2 structured. These teachers were delighted to see they
3 could use the context of the environment and get relevance
4 to their instruction outside of text books and still meet
5 those standards and assessment.

6 CHAIRPERSON PEACE: The kids get so excited about
7 it too because it's something we can really relate to.

8 OFFICE OF ENVIRONMENTAL EDUCATION DIRECTOR

9 BRODDRICK: Get them outside of the classroom.

10 CHAIRPERSON PEACE: Wonderful program. Thank
11 you.

12 OFFICE OF ENVIRONMENTAL EDUCATION DIRECTOR

13 BRODDRICK: Thank you.

14 CHAIRPERSON PEACE: Did you say Jerry Lieberman
15 wanted to speak?

16 OFFICE OF ENVIRONMENTAL EDUCATION DIRECTOR

17 BRODDRICK: He's going to be presenting the next agenda
18 item, and I can introduce him.

19 CHAIRPERSON PEACE: Go ahead.

20 OFFICE OF ENVIRONMENTAL EDUCATION DIRECTOR

21 BRODDRICK: This is Dr. Jerry Lieberman I'm honored to
22 present. He is the Director of the State Education
23 Environmental Round Table which is funded in part by the
24 Pew charitable trust. He's done extensive research in
25 using the environment as an integrating context in

1 instruction. He developed this concept and has been
2 working in multiple states through their Departments of
3 Education. I think it's now upwards of, what, 15 states,
4 Jerry? So we are very pleased and privileged to have him
5 spearheading this program for us.

6 CHAIRPERSON PEACE: Jerry, thank you for being
7 here.

8 MR. LIEBERMAN: Good morning, all. Pleasure to
9 meet you, Mr. Washington. Nice to see you again.

10 (Thereupon an overhead presentation was
11 presented as follows.)

12 MR. LIEBERMAN: I wanted to give you more detail
13 on what some of the schools have developed so you can see
14 how far they've actually been able to go. It seems like a
15 very short time, but of course a week of professional
16 development and a week of time for these teachers to work
17 together is an incredible opportunity for them, and they
18 appreciated it. And we heard very strong expressions of
19 thanks to the Waste Board for providing them with this.

20 --o0o--

21 MR. LIEBERMAN: We have seven environmental
22 ambassadors. As you will recall, the SB 373 legislation
23 required us to find ambassadors across the demographics,
24 geographical diversity of the state.

25 --o0o--

1 MR. LIEBERMAN: And, fortunately, we were able to
2 achieve that. In terms of the demographic side, you can
3 see if you look -- we have districts that range from very
4 heavy free and reduced lunch rates -- which is a good way
5 to look at the socioeconomic situation. Fresno with 73
6 percent free and reduced lunch. Another interesting and
7 very complicated factor for Fresno which came up during
8 the institute, in fact, was the rate of change of student
9 population in those schools. So there are many factors
10 affecting current-day education, and that was one. Over
11 50 percent of the students in Fresno schools turn over
12 every single year. So it's incredible. The teachers
13 don't see the same faces from one year to the next.

14 --o0o--

15 MR. LIEBERMAN: We range from far south in
16 San Diego with Warner with a small district of 350 or so
17 students up to Humboldt County where we're working with six
18 different school districts throughout the county in
19 cooperation with the Humboldt County Office of Education.

20 So it's really an incredible opportunity to see
21 how these programs can work in an urban area like
22 Los Angeles, Burbank, to a very rural area like Warner
23 Springs and their pig waste digestion system.

24 --o0o--

25 MR. LIEBERMAN: I wanted to give you a quick

1 insight into what they had accomplished during this
2 summer. With regard to Desert Sands, I'll share where
3 they're going because their institute is next week.

4 In Burbank, which has had a strong recycling
5 program for some time with tremendous support from the
6 city of Burbank --

7 --o0o--

8 MR. LIEBERMAN: -- the teacher teams -- and this,
9 in fact, involved an elementary, middle, and high school.
10 But I'm going to share the high school with you which
11 was represented by two separate teams. The team
12 determined they wanted as their vision to educate the
13 students and staff through contextual, community, and
14 standards-based learning, and to help the students
15 understand and develop higher level and thinking skills so
16 they can develop a waste reduction and recycling program
17 and really ultimately model conscientious consumption
18 throughout the community. It's a fascinating program.
19 Because of the heavy duty cooperation with the city of
20 Burbank, this is really a strong possibility.

21 --o0o--

22 MR. LIEBERMAN: In terms of their specific goals
23 for the students, they saw the need to enhance campus and
24 school pride, to reduce waste generated and redirect
25 resource management, to reduce the cost of waste removal.

1 Importantly from their perspective -- and this standard
2 and state testing is so important to them -- they saw the
3 need to develop even further standards-based lessons on
4 the campus and ultimately to tie all that they're doing on
5 waste diversion and recycling back to academic standards,
6 one of the key goals within SB 373.

7 --o0o--

8 MR. LIEBERMAN: Ms. Broddrick mentioned partners.
9 I think the keystone for this whole program is partners
10 within this agency, within CalEPA, and across agencies and
11 jurisdictions. You can see just a few that they're
12 involved with here at Burbank, the Burbank Recycling
13 Center, Tree People, Generation Earth, and CREEC.

14 --o0o--

15 MR. LIEBERMAN: Desert Sands is truly an awesome
16 opportunity. Desert Sands is a district of about 25
17 schools. It runs from Rancho Mirage out to Indio. Again,
18 the socioeconomic, tremendous diversity there. In this
19 case the opportunity comes from the fact that they have
20 not only been a leader and an award recipient for their
21 work in diversion and recycling, not only have they
22 achieved goals that have resulted in savings of over
23 \$125,000 per year from their recycling and diversion
24 efforts, they recently received a nine-and-a-half million
25 dollar federal Voluntary School Choice Program grant which

1 ties to our \$90,000 grant, which gives us about 100-to-1
2 ratio.

3 And they have tied this whole program into the
4 work that we'll be doing with them over the next
5 two years. Their federal funding lasts for five years
6 total. This focus on six -- what they're calling
7 environmental science magnet schools. This institute is
8 taking place next week. The commitment is so significant
9 that we will have over 50 teachers and principals involved
10 in the institute next week just from this one district.

11 --o0o--

12 MR. LIEBERMAN: Again partners. They're involved
13 with the Desert Resources Counsel which involves 25 local
14 conservation groups, and again CREEC.

15 --o0o--

16 MR. LIEBERMAN: Fresno, interesting challenges
17 because of their socioeconomics and educational issue.

18 --o0o--

19 MR. LIEBERMAN: The team's worked very hard.
20 They've had for many years a significant science education
21 program directed by Jerry Validez. They determined that
22 their vision was to create an awareness of the negative
23 and positive impacts of a growing population in the
24 central valley on that environment and interaction between
25 natural and associate or built systems. So a big mission

1 that they saw.

2 --o0o--

3 MR. LIEBERMAN: One of the things that we asked
4 each of the districts to do was to design a model -- what
5 we call a community-based investigation. And here you can
6 see what the target goals for the middle school were.
7 They wanted to discover what the effects of contaminants
8 from yards and driveways have on water quality in the
9 underground aquifer, so a big issue in terms of storm
10 water and how waste integrates and ties to stormwater
11 quality and stormwater issues.

12 Second, they developed a focus of investigation.
13 There are too many contaminants, they said, finding their
14 way into the storm drain system and contaminating the
15 underground aquifer. To guide that investigation, they
16 established an organizing question, how does human
17 behavior effect the water quality in the underground
18 aquifer?

19 Subsequent to that, they developed a series of
20 supporting questions. And the students will be conducting
21 a variety of investigations throughout the coming year in
22 terms of water quality, waste diversion, et cetera. All
23 of these plans will be completed by the end of October,
24 the initial drafts. And we'll be able to get you copies
25 of those plans at that time.

1 --o0o--

2 MR. LIEBERMAN: Again, numerous partners. City
3 agencies, state agencies, joint powers authorities.

4 --o0o--

5 MR. LIEBERMAN: Humbolt County representing six
6 different school districts, we actually have one of the
7 superintendents along with us for the week.

8 --o0o--

9 MR. LIEBERMAN: Their organizing question grew to
10 a very significant geographical scale. They felt the way
11 to tie together their diverse districts was to look at the
12 overall watershed. So their question for their students
13 will be, what are the effects of resource use on the
14 health of Humbolt Bay watershed ecosystems, and how does
15 the health of Humbolt Bay affect the community? So
16 they're looking at it both ways. How do we affect the
17 community? And how does the community effect us? Really
18 key to their community-based investigations.

19 --o0o--

20 MR. LIEBERMAN: Some of their supporting
21 questions, for example, were, what resources does our
22 school use? How does the school manage energy and other
23 materials? In what ways does the school reduce, reuse,
24 and recycle materials and energy? So that each of these
25 teams developed a series of questions like this to guide

1 the investigations that their students will undertake
2 throughout the year.

3 --o0o--

4 MR. LIEBERMAN: In a moment I'll show you another
5 example with how they tied that standards-based learning,
6 which is a key to our success here. Key partners again,
7 Humbolt State University through the city garbage
8 collection of Eureka.

9 --o0o--

10 MR. LIEBERMAN: Oak Grove, you've heard about
11 them before, I know. An award-winner. An incredible
12 opportunity again. What I'd like to bring to your
13 attention is the fact they have been doing extensive work
14 on waste diversion, recycling, energy conservation, water
15 conservation over the last couple of years.

16 When I first met with them about a year ago, what
17 made them an opportunity for us was the fact that the
18 principal at the elementary school said, "But we don't
19 know how to tie this into education very well. How do we
20 tie this to standards-based education?" So that's what we
21 focused on. The superintendent of the district was with
22 us for two days. The principal of the elementary school
23 was with us for three days. The team did incredible work.

24 --o0o--

25 MR. LIEBERMAN: Their vision -- Oak Grove Union

1 School District will support its students and community in
2 becoming stewards of the environment and maintaining
3 habits of sustainability. Now what's fascinating about
4 this program and an important transition that this
5 district needs to make -- and they know it, they realize
6 it themselves -- is they have had one individual, a
7 custodian, who has been there about ten years who created
8 the program. And it has already been on his back. So the
9 key issue for these teachers, the principal, and the
10 superintendent were, how do we make this belong to the
11 students? Because that custodian has now retired.

12 --o0o--

13 MR. LIEBERMAN: Here are some of the lessons they
14 decided to develop. This is a kindergarten through second
15 grade unit. What's litter? Why is it a problem? Where
16 is it, and what can we do about it? So we can see early
17 questions at the K2 level.

18 --o0o--

19 MR. LIEBERMAN: Key partners again, diverse
20 representing their whole community. Each of these
21 districts is finding that these partners are critically
22 important to their ultimate success.

23 --o0o--

24 MR. LIEBERMAN: San Juan. San Juan worked
25 incredibly hard through the week of this institute. I'm

1 willing to tell you at the start they found it very, very
2 difficult. But by the end of the week, they developed
3 team strength that was absolutely incredible. Teachers in
4 the district -- two of them, one at one high school who
5 had been doing an incredible job, another in high school
6 who had been doing an incredible job, 10-, 15-year
7 programs, who had never had the chance to work together,
8 never even met each other. The week working here -- and
9 they were sitting right here whenever either of you were
10 speaking with us -- they did just an incredible job of
11 developing what will grow into a district-wide program.
12 They're going to start with six schools and grow it up to
13 ten by next year.

14 --o0o--

15 MR. LIEBERMAN: Their vision, to create a
16 sustainable and healthy planet dealing with the flow of
17 waste and how it effects our campus and community systems.
18 This will be accomplished by establishing and maintaining
19 a recycling program at each campus and by integrating
20 environmental education into all grade levels and
21 disciplines.

22 --o0o--

23 MR. LIEBERMAN: Their organizing question, how
24 does the flow of waste impact and influence ecosystem
25 health and specifically affect our campuses and community

1 systems?

2 --o0o--

3 MR. LIEBERMAN: Their key partners again, very
4 diverse.

5 Now what we saw them do throughout the week was
6 not just design these organizing questions and these
7 community-based investigations, but work to tie them to
8 their state standards. That was a major shift for us, all
9 of them. Something they took on. It was hard work. That
10 was the hardest thing that each and every one of them did.
11 Frequently -- and I think this is the difference between
12 this program and some of the other programs we've seen
13 over the years. They've done incredible work on the
14 mechanical side of waste diversion, recycling, water,
15 energy conservation. But where they've had difficulty is
16 where the principal from Oak Grove Elementary said it, "We
17 don't know how to tie it into our education standards."
18 And because of the thrust of standards -- and we know
19 that's important -- they need to tie this to
20 standards-based education, or it will literally disappear
21 out of their schools.

22 --o0o--

23 MR. LIEBERMAN: Last, but not least smallest,
24 perhaps, Warner Unified School District.

25 --o0o--

1 MR. LIEBERMAN: To promote life-long knowledge of
2 conservation, they will implement the environmental
3 ambassador program through partnership with community,
4 industry, universities and collaborative efforts with
5 students and staff school-wide, developing environmental
6 service learning programs -- again something called for
7 under SB 373, a prime building block for the program is
8 service learning. Incorporating state standards and
9 curriculum and authentic assessment and improving student
10 achievement while increasing waste diversion and promoting
11 school spirit.

12 Something very important in this small giant of a
13 district, covers 400 square miles, actually.

14 --oOo--

15 MR. LIEBERMAN: I wanted to show you with one of
16 the districts some of the standards-based learning
17 objectives that they developed. So coming right out of
18 their state content standards from the Department of
19 Education, they determined they could use this program to
20 demonstrate the use of sophisticated learning tools,
21 helping their younger students understand and use the
22 properties of numbers, look at organisms in ecosystems and
23 how they exchange energy and nutrients, all right out of
24 state standards. Students understanding good citizenship
25 and behaving that way. These are all things that are in

1 our state standards, and it's critical they develop these
2 tools as a means of achieving those state standards.

3 Likewise, we asked each of the districts to
4 develop what we call context-based standards. So you can
5 see here's where they connected everything they were
6 learning back to waste diversion and recycling issues.
7 Having the students able to calculate savings generated by
8 composting. Understanding how lunchtime waste impacts the
9 community. And interacting with at least one outside
10 agency to complete their community service or service
11 learning. So you can see they came up with some really
12 truly fascinating goals and objectives.

13 --o0o--

14 MR. LIEBERMAN: Again, diverse partnership.

15 --o0o--

16 MR. LIEBERMAN: Just to give you a flavor of the
17 institutes --

18 --o0o--

19 MR. LIEBERMAN: -- there were four main
20 objectives. The first was to work with them on curriculum
21 alignment so they would develop units that were based very
22 specifically on grade level content standards, and they
23 each developed a draft model unit that they are going to
24 be implementing starting this fall. They learned about
25 sequencing their instruction. They learned about tying

1 their units into adopted instructional materials. As you
2 know, not only is there tremendous push for standards, but
3 there's a tremendous push for utilizing adopted
4 instructional materials. So as well as seeing how to tie
5 these standards, they had to see how to tie it to the
6 already-adopted instructional materials. How do we use
7 this text book and this waste assessment together in a
8 sensible way?

9 --o0o--

10 MR. LIEBERMAN: They each developed student
11 assessment plans, sample assessments to look at waste
12 diversion but also an educational achievement. And then
13 the last thing we did on the final day was to develop work
14 plans and timetables for implementing the programs.

15 --o0o--

16 MR. LIEBERMAN: The next step will be their
17 completion of their implementation plans, their units, by
18 the end of October and getting those in to us as their
19 first draft. Ultimately, we hope over the next two years
20 there will be multiple units developed by each of these
21 environmental ambassadors which will be posted on the web
22 for use by other districts throughout the state.

23 --o0o--

24 MR. LIEBERMAN: First institute was in
25 Los Angeles with Burbank and Warner. Two weeks ago

1 Sacramento, included Fresno, Humbolt County, Oak Grove,
2 and San Juan. And next week we'll be meeting in La Quinta
3 with the five jurisdictions that are represented in Desert
4 Sands Unified.

5 --o0o--

6 MR. LIEBERMAN: Our attendees, as was mentioned,
7 included teachers, district and school administrators,
8 facilities and operation managers, community partners, and
9 local waste management personnel.

10 --o0o--

11 MR. LIEBERMAN: Truly incredible. The schools
12 participating -- we talk about 20 districts. But the
13 schools participating in the environmental ambassador
14 numbered 35; 15 elementaries, 8 middle schools, and 12
15 high schools.

16 This is something that can be done at all grade
17 levels, and that's one of the messages that each of these
18 environmental ambassadors is taking back to their school
19 districts.

20 --o0o--

21 MR. LIEBERMAN: Just to give you a quick summary
22 on where we go next. We've made their grants. Last
23 December they had their institutes. They're putting in
24 their plans this fall, and they're initiating their
25 implementation programs. Next year they continue their

1 implementation. And in 2005 we'll continue gathering
2 evaluation data with them with the final reports due from
3 each of the environmental ambassadors by May of 2005.

4 -o0o--

5 MR. LIEBERMAN: We've put together packages of
6 materials which will be handed out to you later. But just
7 so you know, there is a blue box that's our draft training
8 package that includes resource materials and manuals that
9 the OIE staff put together. You'll also find two guide
10 books; one was used for developing their model EIC unit.
11 The other is a blank unit plan they used.

12 You've also got copies of the background research
13 that was used to develop the program and copies of two
14 videotapes. One is -- we showed to the teachers so they
15 could see where they were heading, basically. And there
16 are three schools represented on these videotapes. One is
17 the open charter school in Los Angeles. And I would ask
18 that you if you have the 20 minutes, take the time to look
19 at that because you will see exactly how at that school
20 they tied standards-based learning into littering at
21 Ballona Creek near the Los Angeles airport. It's a
22 fascinating videotape. And then there are T-shirts from
23 the school program. Each of the participants got a
24 T-shirt.

25 Thank you.

1 CHAIRPERSON PEACE: Thank you, Jerry.

2 Anybody have any comments?

3 COMMITTEE MEMBER WASHINGTON: I just want -- I
4 have one question for him.

5 I notice Los Angeles Unified wasn't on the list
6 of ambassador programs that participated. Is there a
7 reason -- I mean, are the districts responsible for
8 joining the program, or do we do an outreach to get them
9 involved in the program?

10 MR. LIEBERMAN: Los Angeles Unified Sub-District
11 B -- as you know they're divided into 11 sub-district --
12 actually was one of the environmental ambassadors
13 initially, but went through some major administrative
14 changes. The superintendent for that sub-district
15 departed. The person at the sub-district we were working
16 with on the service learning program departed, and they
17 ultimately withdrew. L.A. is however, one of the UES
18 grantees, so we're working very closely with them still,
19 just at a different level.

20 COMMITTEE MEMBER WASHINGTON: Okay. Because I
21 know that down in my part of the neck of the woods like
22 Compton and Gardena, Lakewood, Paramount, these are some
23 areas who are very involved with the environmental
24 activism. And I would certainly like to see if we could
25 do some outreach down in those areas and get some of those

1 folks involved too. I think it would be great for our
2 Board to have some of those districts or small districts
3 too, to be participating in the school.

4 MR. LIEBERMAN: Hawthorne Unified is one of the
5 other UES grantees. I met with them just last week and
6 just an incredible commitment there. I mean, literally
7 met with three senior district staff and three principals.
8 So there's a serious commitment there.

9 What is going on with Los Angeles is very
10 interesting because although it sounded like we made a
11 step back, we also made a step forward with the UES grant
12 because we're now working with the whole district. And
13 their director of service learning is very, very committed
14 to the program. So the work we're doing with their fossae
15 family of schools will then be magnified out to other
16 sub-districts as we go along. So I think it's very
17 promising. Those administrative glitches made it very
18 difficult, but we're back on track with L.A.

19 COMMITTEE MEMBER WASHINGTON: It would just be
20 fascinating -- especially with like Inglewood whose
21 diversity is like 68 latinos, 28, 29 percent African
22 American, to see them participate in these type of
23 programs, which is not the norm down in those areas. It
24 would be certainly exciting to see how involved they
25 really get with these types of programs.

1 MR. LIEBERMAN: I think we need to do that. And
2 I think Fresno will be another parallel look at that with
3 the high Latino population. But we've already seen from
4 some of the work that Fresno science center has done that
5 the students get incredibly involved in service learning.
6 Some of our teachers who were here shared some really
7 impressive examples of what they were already doing, and
8 so we'll be expanding with Fresno. But we need to get
9 other districts involved eventually. We only have 20 out
10 of the 1,000 districts in the state started.

11 COMMITTEE MEMBER WASHINGTON: This is a great
12 program. Keep up the good work.

13 MR. LIEBERMAN: Thank you very much.

14 CHAIRPERSON PEACE: Any other comments?

15 COMMITTEE MEMBER MOULTON-PATTERSON: Just a real
16 quick question for Trish.

17 Trish, how are we communicating with Senator
18 Torlakson since this was his bill and, you know, obviously
19 we want him to know we're doing a great job.

20 OFFICE OF ENVIRONMENTAL EDUCATION DIRECTOR
21 BRODDRICK: Absolutely. I send him all the monthly
22 updates that I forward to your office. And I sent an
23 invitation for him and for Tom Higgins to attend the
24 institute and to present. But with the budget situation
25 and everything happening in the Capitol, they had to

1 decline. So definitely we're keeping them involved.

2 COMMITTEE MEMBER MOULTON-PATTERSON: Thank you.

3 CHAIRPERSON PEACE: Okay. Thank you. Again, I'd
4 like -- this environmental ambassador program is exciting.
5 It's invigorating when you learn more about it and get
6 involved. It's just great to know we can teach our
7 children at any age and that they really do care and they
8 want to learn how their behavior affects not only the
9 waste that they see but the water and the air quality and
10 how it all comes together and that we can all live in a
11 safe and clean environment if we do all work together.
12 It's wonderful.

13 COMMITTEE MEMBER WASHINGTON: I'd like to go to
14 some of those institutes and spend some time out there.
15 But I'm scared. I want to make sure I have some eggs and
16 bacon in the morning. You get involved with the
17 environmental programs, they make you eat all sorts of
18 stuff. So I want to make sure I have some real food.

19 COMMITTEE MEMBER MOULTON-PATTERSON: You were
20 looking for a hamburger in Humboldt.

21 COMMITTEE MEMBER WASHINGTON: I don't want to be
22 eating trees. Yeah, with that Thai food in Humboldt
23 County. I ain't going there no more. Roni was
24 responsible for that too.

25 MS. JAVA: I thought you'd like to try some tofu?

1 CHAIRPERSON PEACE: Okay. Moving on to the next
2 item, update on the pending environmental education
3 legislation. We also doing an update on that?

4 OFFICE OF ENVIRONMENTAL EDUCATION DIRECTOR

5 BRODDRICK: I just want to let you know regarding this
6 particular item, I have worked with our legislative
7 director, Carol Mortensen and also with Patty Schwartz
8 from CalEPA. This still is the new AB 907. So where we
9 are -- I actually have some up-dated information on it,
10 and I have a Power Point that will profile some of the
11 information.

12 (Thereupon an overhead presentation was
13 presented as follows.)

14 OFFICE OF ENVIRONMENTAL EDUCATION DIRECTOR

15 BRODDRICK: One of the things I wanted to mention, you
16 probably notice in the presentation, and Committee Chair
17 Peace mentioned it as well, and that is the beauty of
18 SB 373 is we're moving away from isolated themes on the
19 environment where the Air Board is doing air stuff and
20 Energy Commission and State and Consumers Services is
21 working on energy, and we do waste, and water is presented
22 by the water agencies. We're trying to encourage
23 educators and students to view the environment as a
24 system. And you probably noticed that in the plans and
25 the presentations, they actually managed to do that

1 through combining or connecting waste management
2 techniques with watershed issues and energy and air
3 quality.

4 What AB 1548 is designed to do is really to
5 continue this focus of integration. One of the issues
6 that we confronted is trying to legitimize environment
7 based education, particularly with education agencies.
8 It's a new concept to view the environment as a context to
9 teach standards. And anything that's new, many times it's
10 viewed in a rather suspicious light. And what we want to
11 do is not only work from the ground up through model
12 programs and show the success of the strategy, we want to
13 go from the top down and to work with our sister agencies
14 like the State Board of Education, the Curriculum
15 Commission, and the Department of Education in showing and
16 legitimizing environmental concepts, and eventually,
17 hopefully be able to integrate them in education
18 standards.

19 As you'll recall, education standards are
20 everything in California today. And particularly in light
21 of No Child Left Behind, all the federal funds now are
22 attached to assessment, and that's students' performance
23 on statewide tests. Those statewide tests are all
24 predicated on the standards. The standards in language
25 arts, in science, math, and social studies. That's where

1 they get the test questions. So unless and until we are
2 connected to those standards and connected therefore to
3 the test questions, we will always be considered rather
4 supplemental to core programs within classrooms.

5 So what does AB 1548 do? Well, first of all,
6 it's a bill by Assemblywoman Padley. It is sponsored by
7 Heal the Bay. Just as a quick background. It will
8 originate in the Assembly, but it got stopped at Assembly
9 Appropriations. And there were some concerns about
10 potential costs. And the author worked internally and
11 eventually decided to move the bill into AB 1548, and it
12 was over in the Senate side of the legislature.

13 So this new rendition of the bill, AB 1548, went
14 to the Senate Education Committee in July and passed. It
15 will be going to Senate Appropriations then when the
16 Senate resumes later this month, so I think it is
17 calendared for August 18th.

18 What does it do? First of all, it changes our
19 name, the Office of Integrated Environmental Education to
20 the Office of Education and Environment. That's
21 specifically because of something that Board Member
22 Washington brought up. We are not a bunch of tree
23 huggers. We want to get away from the perspective that we
24 are environmental activists. What we are trying to do is
25 to show that the environment can be used to effect quality

1 legitimate education. So it's environment-based
2 education. We're trying to teach children what to think
3 -- not what to think -- but how to think.

4 So this new office -- the first and probably the
5 most important thing it would do is develop education
6 principles for the environment by July 1st, all aligned to
7 the standards. Through negotiations -- some of the
8 education agencies were not ready yet to have the
9 standards changed, to have them revised.

10 They weren't -- they were concerned about redoing
11 and starting over again with standards. So a compromise
12 strategy was to develop education principles, which are
13 like standards or concepts, on the environment and by
14 grade level link them to standards in their subject areas.
15 For instance, there's a very strong water focus in the
16 science for fifth graders. So obviously what we could do
17 with the education principles is to focus on water and the
18 environment at that grade level.

19 COMMITTEE MEMBER WASHINGTON: Trish, why did you
20 need legislation to change the name?

21 OFFICE OF ENVIRONMENTAL EDUCATION DIRECTOR

22 BRODDRICK: Because the office --

23 COMMITTEE MEMBER WASHINGTON: It was in statute.

24 OFFICE OF ENVIRONMENTAL EDUCATION DIRECTOR

25 BRODDRICK: It was in statute. It was developed through

1 statute.

2 Second then -- oh, also through this process I
3 want to emphasize this will all be conducted with
4 participation of the State Board of Education, the
5 Department of Education Resources Agency, and all of our
6 sister agencies.

7 The office then will take those principles and
8 develop a model curriculum using these education
9 principles, and this model curriculum then must be
10 approved by the State Board of Education. Now, the
11 purpose of the model curriculum is again to get away with
12 waste, and then we go out and market a water curriculum to
13 the same stakeholders. We're all at the same conferences.
14 And then energy has their energy curriculum, and then
15 there's Project Wild, Project Learning Tree, and these
16 teachers are saying, "Well, what do I teach, and isn't the
17 environment a system?" This would then be a model
18 curriculum developed with the assistance of the Department
19 of Education that will be linked to the standards and the
20 principles and will focus on the environment as a complete
21 system.

22 Then the environmental principles -- this is
23 something I know that Board Chair Linda Moulton-Patterson
24 has been always advocating, and that is let's get these
25 environmental concepts into textbook adoption criteria.

1 This bill does effect that.

2 When this education standard -- we know
3 eventually maybe five years from now, seven years from
4 now, ten years from now they will be revised. So this
5 bill says when they are revised, in any subject area,
6 these environmental principles shall be incorporated in
7 the new standards and framework.

8 --o0o--

9 OFFICE OF ENVIRONMENTAL EDUCATION DIRECTOR

10 BRODDRICK: Those are the detailed elements of the bill.
11 And from a broader context, it continues to require that
12 all CalEPA and resources agency departments that take
13 regulatory actions that require the development of
14 education for students shall coordinate with the Office of
15 Education and Environment.

16 That is to take care of a situation such with the
17 Water Board where the local regional boards issue water
18 permits to local municipalities and they have educational
19 elements and components. Los Angeles County, for example,
20 is required to educate 50 percent of their students within
21 two years. But there is no consultation by these energies
22 who develop the criteria for the permits with anyone with
23 any education background or experience. And obviously
24 mandating numbers is promoting a program based upon
25 quantity rather than quality. And it goes against the

1 whole purpose of getting standards-based education with
2 the environmental focus into classrooms.

3 Secondly, all state agencies prior to the
4 production of any kind of curriculum materials on the
5 environment need to coordinate with our office. We want
6 to stop the proliferation of another environmental
7 curriculum. You've got resources. Let's talk about doing
8 teacher training and professional development, giving some
9 of those funds to schools for school programs.

10 And lastly, because environmental education has
11 always been, in my perception, underfunded, it creates an
12 environmental education account in the State Treasury to
13 be extended to accept and receive funds from public and
14 private organizations or individuals including proceeds
15 from judgments in state or federal court for use for
16 environmental education uses only. We are hoping to get
17 something in there so we can use those funds to expand our
18 programs.

19 And just to let you know, my office got a
20 one-time allocation of \$1.5 million a year ago, and that's
21 all the funds that we have ever gotten for the promotion
22 of SB 737. And we are working with 20 school districts
23 with that fund, and 35 schools. So I think we're doing a
24 pretty darn good job with the amount of resources that we
25 were given.

1 COMMITTEE MEMBER WASHINGTON: Where did you get
2 the 1.5 from?

3 OFFICE OF ENVIRONMENTAL EDUCATION DIRECTOR
4 BRODDRICK: It was from the IWMA.

5 COMMITTEE MEMBER WASHINGTON: When she
6 reintroduced the bill -- when Fran reintroduced bill, she
7 didn't put any funding in it?

8 OFFICE OF ENVIRONMENTAL EDUCATION DIRECTOR
9 BRODDRICK: Just in this fund here that creates the fund.

10 COMMITTEE MEMBER WASHINGTON: Creates the fund so
11 that you can go out and get the funds.

12 OFFICE OF ENVIRONMENTAL EDUCATION DIRECTOR
13 BRODDRICK: Okay. We'll find out what happens August
14 18th.

15 COMMITTEE MEMBER MOULTON-PATTERSON: Did you say
16 the number had changed to -- it was 907?

17 OFFICE OF ENVIRONMENTAL EDUCATION DIRECTOR
18 BRODDRICK: It's now 1548.

19 COMMITTEE MEMBER MOULTON-PATTERSON: Oh, it was
20 907.

21 OFFICE OF ENVIRONMENTAL EDUCATION DIRECTOR
22 BRODDRICK: Right.

23 CHAIRPERSON PEACE: Trish, how would you get more
24 funding? You say the 1.5 million from IWMA. How do you
25 get more funding? Is that allocated? When and how?

1 OFFICE OF ENVIRONMENTAL EDUCATION DIRECTOR

2 BRODDRICK: Well, I don't know. One of the things we will
3 be doing is drafting a final report that goes to the
4 Governor and the Legislature on the accomplishments and
5 progress and accomplishments of this program. And then we
6 will be making recommendations for funding at that time
7 too. But that's not until 2005.

8 COMMITTEE MEMBER WASHINGTON: The way it normally
9 works, Ms. Peace, is that the member who introduced the
10 legislation usually puts a money amount in there. And I
11 think what happened was to avoid getting it caught up at
12 the Appropriations Committee with the budget crisis we're
13 in, they didn't want to holdup the legislation from the
14 language. So what they did, they stripped the money part
15 out of it so the bill can continue to move forward and
16 hopefully get the Governor's signature on it. I believe
17 that's the way it went down.

18 OFFICE OF ENVIRONMENTAL EDUCATION DIRECTOR

19 BRODDRICK: Right.

20 CHAIRPERSON PEACE: So hopefully some funding
21 will go along with it later.

22 COMMITTEE MEMBER WASHINGTON: Now we have to find
23 a way to put some money back in.

24 OFFICE OF ENVIRONMENTAL EDUCATION DIRECTOR

25 BRODDRICK: Right.

1 CHAIRPERSON PEACE: Thank you. Okay.

2 Next we have the Public Affairs Office Deputy
3 Director's report to be done by Tom Estes since Frank
4 Simpson is on vacation.

5 COMMITTEE MEMBER WASHINGTON: Madam Chair, just
6 before that -- Trish, can you come back to the mic? I
7 want to ask a question in terms of funding. With the
8 State Department of Ed, has anyone tried to create a
9 partnership where you can receive some of the resources
10 from the department itself?

11 OFFICE OF ENVIRONMENTAL EDUCATION DIRECTOR
12 BRODDRICK: The Department of Education -- we've been
13 working very closely with Superintendent O'Connell. And
14 as you know, his record is a very strong supporter of
15 environment.

16 COMMITTEE MEMBER WASHINGTON: Exactly.

17 OFFICE OF ENVIRONMENTAL EDUCATION DIRECTOR
18 BRODDRICK: Unfortunately for his department, they lost
19 100 positions last year and are losing an additional 200.

20 And one of the reasons -- this fact, one of the,
21 I think the challenges in my position has been to go to
22 our sister agencies and explain to them why we are taking
23 the leadership role on this and not the Department of
24 Education. Your question is very relevant. Some of them
25 are saying, "Why not the Department of Education?" Well,

1 the Department of Education is coming back and saying,
2 "Well, we have to implement No Child Left Behind. And
3 that is a very, very demanding program, and we don't have
4 the resources to take the leadership role on this."

5 And so what I have explained to our sister
6 agencies is that in order to have quality environmental
7 education programs, you need to have education agencies
8 involved and environmental agencies involved working
9 collaboratively. It doesn't really matter who takes the
10 leadership role as long as they're working together and
11 someone is on top of it and making sure they're
12 coordinated.

13 So we have no opportunity to get resources from
14 the Department of Ed. We have one Office with
15 Environmental Education with one person. And one of the
16 reasons why we are able to take this on is that our Board
17 has been generous enough to give us the staff resources
18 and the responsibility and authority to take this on and
19 really to promote it for everyone.

20 COMMITTEE MEMBER WASHINGTON: At some point I
21 would like for you, myself, and Mike Paparian -- Board
22 Member Paparian to sit down and see if we can create a
23 private partnership with a few companies. I had a pretty
24 good environmental record in the Legislature likewise, and
25 I've developed some great friends, the Sierra Club and

1 those type of folks that we can possibly go to.

2 Board Member Paparian, if you don't mind, I would
3 like for the three of us to sit and down and talk about
4 that. He gave the thumbs up. That might be a way we can
5 bring some resources to bear on the program to keep you
6 guys moving forward.

7 OFFICE OF ENVIRONMENTAL EDUCATION DIRECTOR

8 BRODDRICK: I think that would be wonderful. And I know
9 from my experience from working with external committees,
10 industry really supports this. Of course, they're going
11 to support personal responsibility, but they just don't
12 know what to do. And I know Chair Moulton-Patterson is
13 very interested in finding out what they can do to help.

14 COMMITTEE MEMBER MOULTON-PATTERSON: May I?

15 CHAIRPERSON PEACE: Please.

16 COMMITTEE MEMBER MOULTON-PATTERSON: I notice --
17 it's not on the monitor right now, but this fund would be
18 administered by CalePA.

19 OFFICE OF ENVIRONMENTAL EDUCATION DIRECTOR

20 BRODDRICK: The language of the bill says it's
21 administered by CalePA with consultation with the Waste
22 Board.

23 COMMITTEE MEMBER WASHINGTON: That scares me.

24 COMMITTEE MEMBER MOULTON-PATTERSON: Yeah. Well,
25 let's see. How can I be delicate here?

1 You know, I just want to make sure since we have
2 been the leaders in this, since we have been giving quite
3 a bit of money to this, that the Waste Board is prominent
4 in this.

5 OFFICE OF ENVIRONMENTAL EDUCATION DIRECTOR

6 BRODDRICK: May I say the only one that is giving any
7 money to this. We are definitely the state leader in this
8 program. We're a national leader as well. Yeah.

9 COMMITTEE MEMBER MOULTON-PATTERSON: Okay. Thank
10 you.

11 CHAIRPERSON PEACE: One other question. I
12 wonder, can the Board choose to put more money into the
13 school grants, or does it have to be -- do we have to have
14 statutory authority to do that?

15 OFFICE OF ENVIRONMENTAL EDUCATION DIRECTOR

16 BRODDRICK: I don't think you need statutory authority,
17 no. And the way I view these programs -- of course this
18 is my own personal soap box because this is my program.
19 Someone mentioned it to me, and it rang a bell, and that
20 is that it's almost like medical insurance. For years
21 they did not want to fund checkups. But in the long run,
22 by having preventative care, not are we healthier, but we
23 save money. That's what education is. It's prevention,
24 particularly in light of the fact that non-point source
25 pollution and all facets, whether it's waste and water,

1 energy, air, or whatever, is the number one environmental
2 problem in California. And you can't tackle that any
3 other way than education.

4 COMMITTEE MEMBER WASHINGTON: I know, Madam
5 Chair, you want to move on Board Chair, but Board Chair
6 Moulton-Patterson made an excellent point. I want to make
7 sure we don't put a lot of effort into bringing resources
8 and there's other agencies who will benefit and we'll be
9 left with the bag empty for us to operate the way we do.

10 And you know, I'll be very open and tell you that
11 it scares me that we have an agency that would facilitate
12 and administer these resources. I wish there was a way we
13 could handle the language to say the Integrated Waste
14 Board will administer this program, which gives me a
15 different comfort level. I believe the relationship the
16 agency has with Secretary Hickox, that we should be able
17 to continue to use this program fully.

18 OFFICE OF ENVIRONMENTAL EDUCATION DIRECTOR
19 BRODDRICK: Right. And there's a delicate balance there
20 between promoting integrated environmental education
21 programs that incorporate other elements of the
22 environment. So facilitate schools to look at their
23 community and their campus from a holistic systemic way.
24 And making sure there's an element of waste management
25 there so our funds are being used appropriately.

1 And the nice thing is that waste management
2 schools is so appropriate and very easy to implement.
3 Saves them money. It's so easy to get kids connected, and
4 it's easy to extend it to other areas through gardens and
5 composting and other things. I think it's pretty easy.
6 Thank you.

7 CHAIRPERSON PEACE: Okay. Tom.

8 ACTING DEPUTY DIRECTOR ESTES: Good morning,
9 Madam Chair, members of the Committee. My name is Tom
10 Estes. And on behalf of the Office of Public Affairs and
11 Frank Simpson, I'll be happy to address you and kind of
12 give you a brief overview of what the office has been up
13 to, a little bit of the flavor of what we see on the
14 horizon, and be able to answer any questions hopefully.
15 This is day three on the job. And we'll go from there.

16 First, I'll start with outreach. And as you
17 know, we're all sort of up in the air about the budget. I
18 just wanted to let you know that we are contemplating and
19 it's on our radar screen. It's really just a matter of
20 the level of the participation with respect to outreach on
21 these events that I'm singling out. The League of
22 Cities -- League of California Cities is having their
23 annual convention here in town. Jill is already putting
24 the screws to us to take our booth times and do our duty
25 in the booth. We're trying to plan an outreach effort

1 there. It's pretty convenient. It's a good constituency.

2 We're also looking at participating in some
3 fashion at the 13th annual Eco Fund Fair in Anaheim. It's
4 at the Oak Canyon Nature Center, and it's a very big event
5 down there.

6 Also, the City of Ventura is having Earth Expo on
7 September 20th, and that's another venue we're going to
8 try to participate in some fashion.

9 Also we're working very diligently with the
10 Special Waste Division staff on their preparations for the
11 fifth annual scrap conference here in Sacramento in the
12 early part of September, getting some booth materials up
13 and some publications and things of that nature.

14 With respect to media, probably the biggest thing
15 that happened with us last week was that we participated
16 in with Board Member Jones' assistance at the news
17 conference at the Crippin fire site. We just got some
18 clips in. We have one cued up if you're interested in
19 seeing what it looks like. We can do that now, or I can
20 swing it by your offices later.

21 CHAIRPERSON PEACE: No. If you have it, bring it
22 up.

23 ACTING DEPUTY DIRECTOR ESTES: I can do that, at
24 least I think.

25 (Thereupon a video was played)

1 ACTING DEPUTY DIRECTOR ESTES: There are a couple
2 of other clippings we're still sorting through, but that
3 was the first one that was easy to access. So I'll get
4 you copies of both the remainders.

5 You also in the news of the day briefs that I
6 handed out yesterday, there was the coverage in the Fresno
7 Bee on this story. And apparently there were two other
8 stations that covered it. So this is something that
9 they're paying attention to locally. And to that end,
10 there's a cleanup -- we're sort of beginning the early
11 phases of the final cleanup event which ideally will be
12 sometime in the late September. So we'll be making you
13 aware of that as that time comes due.

14 We're -- also on our radar screen is the cleanup
15 of the Royster tire fire site. We're basically in the
16 planning phases of that, and we'll be contacting you about
17 participating. There is the East End Paving project. As
18 you know, I came from the sustainable building program.
19 This is one of the grants we facilitated where they're
20 going to be putting rubberized asphalt around the East End
21 Project. That, to my recollection, is about mid-September
22 now. They had to postpone. It was going to be right
23 about this time, but there's going to be an additional
24 month's delay.

25 And then also there's going to be an event for

1 the Habitat for Humanity's restore here in town. And that
2 is looking like it may be in October due to some
3 permitting issues. But I wanted to put those on your
4 radar screen.

5 We've had a lot of interest in diversion
6 achievements of jurisdictions as evidenced by the media
7 calls. There's been a lot of interest, and we've been
8 fielding questions on the composting and C&D regs, as you
9 know doubt would guess. There's been a lot of interest in
10 the Board's -- how the budget is affecting the Board's
11 programs. So staff are kind of working with our budget
12 staff to get that information out. And then also, you
13 know, as I mentioned earlier, people are trying to track
14 and get a sense of where the cleanup operations are
15 headed, Royster, Crippin, et cetera.

16 One interesting thing, we're working with Chair
17 Moulton-Patterson. We've been asked by NPR to participate
18 in a story they were doing on the Scrap Gallery in
19 Riverside. It's a reuse gallery, to my understanding,
20 down there. And they just kind of want a state
21 perspective on the issues, and so I think that's a great
22 opportunity. That is supposed to air sometime in the
23 fall. Apparently they have great lead times for their
24 stories.

25 One other interesting thing that's worthy of note

1 is there is a new show called Enviro Trek. It's produced
2 for kids. And they've been working with Roni Java and our
3 office for some story ideas. It's going to focus on waste
4 prevention. So they're going to touch on recycling, but
5 then take a step further and go to waste prevention. And
6 they'll be coming down in September/October to shoot some
7 story ideas. So you'll hear more about that.

8 We're also working on some videos around the --
9 training videos around the highway patrol for tire haulers
10 and the manifest system. And we're also working on a
11 video for our own environmental management system here in
12 the building.

13 We are also -- right now we started this week --
14 and you'll be seeing drafts of this shortly. We're trying
15 to -- right now writing and trying to get some placement
16 of Board member commentary pieces that would be in trade
17 or strategic publications. That's sort of what staff is
18 focused on at the moment.

19 Just quickly, let you know a little bit about the
20 publications activity which Bill Albert heads up, we are
21 currently editing agency's -- CalEPA accomplishment and
22 priorities report. And all the divisions have contributed
23 to that. And then I guess we also go through and do the
24 edit for the entire agency as well.

25 Obviously, we've been heavily involved in the

1 collateral materials for the waste management tire
2 manifest system roll out, posters, reference guides, which
3 are actually being produced in English and Spanish, which
4 I think is excellent. And the guidance manual was --
5 12,000 copies of that were distributed. So there's quite
6 a bit of, you know, text or publication effort behind that
7 effort. I wanted to mention that.

8 Staff have just finished editing the fiber steel
9 and recycled content reports for the tire program. We're
10 also -- well, another one that, you know, I was intimately
11 involved with was the building materials emission testing
12 study. They finalized the editing of that.

13 In the news packets I handed out yesterday, the
14 case study for the Truckee Middle School, that is going to
15 be a chip-certified school. You've got the fact sheet
16 there in your packet.

17 And we've just completed some concepts -- logo
18 and design concepts for the fifth annual recycled product
19 trade show that's coming up in March. Actually, I just
20 saw those in the printer as I was walking down.

21 We've also assisted Trish with the environmental
22 ambassadors education strategy, the logo graphic design
23 for the training manual and the T-shirt, which I guess
24 you're all going to be getting at the end of this.

25 And with that, I'd be happy to take any questions

1 or turn it over to the next item.

2 CHAIRPERSON PEACE: Any questions? Members?

3 Okay. I guess we can go to the next item,
4 discussion of the draft communication strategy.

5 Before we get started, though, I would like to
6 reiterate how effort is and that staff and Board develop
7 an excellent strategic plan for the mission and goals of
8 the Board. But how we express what we do in the eyes of
9 the public is crucial to getting our message across. I'm
10 really looking forward to discussing this item with my
11 fellow Committee members and eventually the full Board.

12 ACTING DEPUTY DIRECTOR ESTES: Bill Albert will
13 present.

14 PRINTING AND WEB PUBLICATIONS MANAGER ALBERT:
15 Good morning, Madam Chair and Committee members. As Tom
16 said, my name is Bill Albert, manager of printing and web
17 publications in the Office of Public Affairs. It's a
18 pleasure to appear before the Committee this morning.

19 As I believe everyone knows, Mr. Simpson is
20 unfortunately not with us this morning and sends his
21 regrets. He had a family vacation scheduled six months
22 ago and had deposits that couldn't be revoked. I had
23 offered to go on his vacation for him so he could be here,
24 but he chose not to take me up on my offer. So I'm here
25 this morning.

1 CHAIRPERSON PEACE: He's not on vacation with
2 Carol Mortensen, is he?

3 PRINTING AND WEB PUBLICATIONS MANAGER ALBERT:
4 I'm sorry?

5 CHAIRPERSON PEACE: I don't want to start any
6 rumors here.

7 PRINTING AND WEB PUBLICATIONS MANAGER ALBERT:
8 What we're here to talk about this morning is the draft
9 communications plan and outreach strategy. And the
10 document before you that's been now in bonds for the last
11 couple months was developed over a period of time, and it
12 was focused on our ongoing activities that the Board has
13 been undertaking these past several years. It also
14 incorporated information that was learned during Board
15 members' surveys that were conducted, as well as the very
16 productive off-site that we had at the Sacramento Zoo back
17 in February where we looked at a variety of topics. And
18 also it's been adjusted to incorporate some feedback we
19 received from specific Board members' offices.

20 Frank asked me to, you know, indicate that, you
21 know, this document is certainly a draft document. And
22 you know we're very interested in hearing what the
23 Committee and also the Board has to say about it so that
24 we can incorporate whatever changes need to be made so
25 that we can finalize this very important document.

1 I'd be glad to walk through, you know, and hit
2 briefly the highlights of the plan if you'd like or -- you
3 know, Frank mainly wanted me to come and, you know, to
4 record and to listen to all of the questions that you
5 might have and any input so that we can continue the
6 process of finalizing the document.

7 CHAIRPERSON PEACE: Why don't you go ahead and
8 hit on some of the highlights, and then we'll go from
9 there.

10 PRINTING AND WEB PUBLICATIONS MANAGER ALBERT: As
11 we look at the plan, if we were to summarize it, I think
12 the highlights that stand out to me -- and again, I wasn't
13 directly involved in developing it. But in reviewing it,
14 one of the important concepts is branding. I think that
15 as we talked about in the off-site in February and as
16 we've seen, you know, throughout any kind of a marketing
17 campaign, it's important that the Board be recognized for
18 its many fine efforts. It doesn't recommend branding for
19 its own purposes, but primarily from the standpoint of
20 getting our message out and to make sure that the Board
21 receives the recognition for the many fine programs that
22 it puts forward, and also I think importantly to add that
23 added degree of legitimacy to the many different outreach
24 events that, I believe, when people know it's coming from
25 the Integrated Waste Management Board that they would

1 ascribe to it.

2 Another key aspect is incorporating the new
3 theme, the zero waste, you make it happen. As we talked
4 about at the off-site, the shift in focus brought about by
5 transitioning from the AB 939 meeting, the waste diversion
6 goals to now, what we're going to be looking at as far as
7 the maintaining of those good achievements and also, you
8 know, setting the target or the goal to go beyond that, I
9 think, is very important. And we would encourage that
10 theme or whatever the final theme is decided to be -- is
11 widely disseminated and incorporated into all of the
12 Board's many outreach efforts and also leveraged into the
13 outreach efforts that we're able to effect through
14 partnerships and the like.

15 The other main theme that I read in the report --

16 CHAIRPERSON PEACE: Ms. Moulton-Patterson has a
17 question.

18 COMMITTEE MEMBER MOULTON-PATTERSON: I'm sorry to
19 interrupt. I don't expect you to answer this question,
20 but you might report back to Frank that when it comes
21 before the full Board, we'd certainly want to know what
22 the total cost would be of a new branding. And you know,
23 with the budget crisis, with personnel costs, I think the
24 Board -- you know, I've always been very, very vocal about
25 how important it is to get all the good stories out. But

1 I would want to know -- I guess my comment would be that,
2 you know, I certainly would want to do it with the
3 resources we have, if that makes sense to you.

4 PRINTING AND WEB PUBLICATIONS MANAGER ALBERT:

5 Very much so.

6 The other main topic or the other main theme that
7 I read in the document is the benefit of taking the
8 Board's many outreach efforts that we have traditionally
9 undertook and we will undertake in the future and making
10 sure we're doing it in a coordinated fashion so that we
11 are able to utilize the most success we can, especially
12 with limited resources, and so that we look for ways to
13 leverage or synergize maybe two or more different messages
14 or programs where it's appropriate so that, again, we're
15 getting as much of our message and as much of our mission
16 out there and we're doing it in a coordinated fashion so
17 that both hands know what the other hand's doing. And
18 we're not wasting staff time or resources and missing
19 opportunities.

20 The mission that was identified in the
21 communication strategy is to create a cost-effective
22 campaign that will serve to strengthen the identify of the
23 programs under the Board's authority and also unify its
24 outreach efforts to continue to educate California
25 residents and businesses and showcase California waste

1 prevention and diversion efforts and successes.

2 One thing that it stresses is the fact that this
3 strategy is not intended to be a daily operational manual
4 with all of the details in there, but is intended to be a
5 broad overall guide that's going to guide all of our
6 outreach efforts with the goal of developing and
7 maintaining a deep inter-connectivity, as I mentioned,
8 between all of the Board programs to, again, get the most
9 bang for the buck and also to get our message out most
10 effectively.

11 One of the techniques or tools that the plan
12 identifies is a marketing task force that has been
13 convened back in April and is intended to meet on
14 approximately a quarterly basis to provide an opportunity
15 for senior managers from all the Board's program divisions
16 to get together to share with the Office of Public
17 Affairs, you know, the upcoming outreach efforts or plans,
18 and in doing so look for ways to coordinate those outreach
19 efforts and coordinate all the -- everyone's resources as
20 well.

21 The plan identifies the current outreach efforts
22 that are ongoing and would be continued, including the
23 recycled product market development, our participation at
24 trade shows and conventions, and our outreach support,
25 both directly and indirectly, as well as our award

1 programs, WRAP and star.

2 Some of the proposals I already mentioned,
3 branding the Board, looking at ways to potentially use the
4 DPLA's info cycling to provide a venue in a newsletter
5 format to get more information out to maybe wider
6 constituencies, some signage options to increase our
7 ethnic community outreach to, you know, make sure that our
8 message is getting out in many different stakeholder
9 communities that this Board serves, as well as grassroots
10 outreach efforts that would focus on using students to
11 potentially conduct speakers bureaus with schools, doing
12 phone surveys, and also some targeted outreach with office
13 supply establishments.

14 There's a number of other suggested tools and
15 programs, including conducting an ad campaign contest,
16 developing public service announcements that could be used
17 on community access channels with local cable services,
18 conducting media events at local recycling centers, and
19 continuing the existing Board-sponsored outreach
20 materials, and making sure that those outreach are the
21 promotional materials that we give away, and basically all
22 aspects of our outreach incorporate the new zero waste,
23 you make it happen theme or whatever that final theme
24 becomes, so that, you know, we transition from the
25 50 percent by 2000 to the new zero waste theme.

1 There's a number of other items, speakers bureau,
2 media outreach, some direct outreach with development of
3 some tools that can be used by, say, the Chambers of
4 Commerce and other organizations so that we are able to
5 leverage our ability to get our message out, even at times
6 and at events when we're not able to physically be there
7 and represent ourselves. And also looking at the
8 potential of using the video conferencing tool to increase
9 the ability of our stakeholders to have direct and
10 meaningful participation in the Board's various processes.

11 With that, I'd like to stop and ask if there are
12 any specific questions about any specifics in the plan, or
13 I'd be very open to taking any suggestions or comments you
14 might have with regard to the draft plan as it exists now.

15 COMMITTEE MEMBER WASHINGTON: In terms of the
16 draft -- I'm still going through it. There are a number
17 of things, Bill, that I would get back to you guys on that
18 relates to the plan.

19 One thing I want to make sure we do -- and I
20 think I said this before, I want to make sure that we go
21 after as much free publicity that we can get. I think I
22 mentioned the Cal channel. I understand that if we had a
23 Committee hearing over in the Capitol, they would
24 broadcast, Madam Chair, our Committee too for us. So we
25 might want to think about sometime going over to the

1 Capitol and using one of the Committee rooms that they
2 have a direct link to and have some of our Committee
3 hearings over there when the Legislature's not in session
4 or something. It just gives the opportunity for the
5 public to see what we do.

6 And these are ideas that I think are just good to
7 look at and, you know, see what the possibility of getting
8 things like that done, just so the people of California
9 know what the Integrated Waste Board does in terms of who
10 we are and what we are all about.

11 And again, you know, I'll be glad to work with
12 you guys on how we can go after a lot of that free
13 publicity. As Madam Chair Peace said, it's not about
14 Board members but about the agency of what we do. That's
15 what it's all about, making sure we get the message out on
16 who the California Integrated Waste Management Board is.
17 So I'll be glad to work with you on doing that at any
18 time.

19 I really believe this is a golden opportunity for
20 us to take advantage of. I was just looking at -- some
21 junior high school is on there now getting free publicity
22 on a program they're doing, and that's the type of work
23 they do over at the Cal channel if you have something
24 going on. And I don't think it would hurt for us to walk
25 a few blocks down to have our Committee hearing or

1 something like that over there. And, you know, we go on
2 TV live for as long as our Committee is in session. They
3 broadcast from like 9:00 to 3:00 p.m. or something like
4 that. It's just a good opportunity for us, and I think we
5 need to take advantage of those opportunities when they're
6 there.

7 PRINTING AND WEB PUBLICATION MANAGER ALBERT: I
8 believe, Member Washington, that Mr. Simpson has already
9 contacted them about that. So I think that's in motion.

10 COMMITTEE MEMBER WASHINGTON: Good.

11 CHAIRPERSON PEACE: If we want to let people know
12 what we're doing, have a meeting on television, have a
13 meeting over in the Capitol, these things are fine. But I
14 don't think our main goal is to have Integrated Waste
15 Management Board be a household word, like that everybody
16 knows what the Integrated Waste Management Board does.

17 I think the most important thing is to get the
18 message out there like zero waste, you make it happen.
19 Doesn't necessarily mean people have to think that comes
20 from the California Integrated Waste Management Board, but
21 it's everybody and everything, whether it's the school
22 program, the tire program, the oil program, we're all on
23 the same page with zero waste, you make it happen. We
24 see -- the public sees that message everywhere is what I
25 think is important, not that everybody knows that the

1 California Integrated Waste Management Board is a
2 household word.

3 COMMITTEE MEMBER WASHINGTON: Well, I
4 respectfully disagree. I do believe that in an area that
5 we live in now with the political maneuvering that's
6 taking place over in the state Capitol as it relates to a
7 fee-funded-based Board that has nothing to do with the
8 general fund, has nothing to do with what happens with the
9 budget, I do believe that we have to make our name a
10 household name because politically we're affected by that.

11 When people don't understand who the California
12 Integrated Waste Board is and what they do, I just
13 think -- you know, again, it's just one Board member's
14 opinion -- that I do believe that we should be a household
15 name. That's why I believe is most of the survival
16 through water boards and the Air Resources Board, because
17 those are household names. They have local agencies that
18 are protecting the local governments down there. We don't
19 have that pleasure to have local regional boards set up
20 where the Air Resources, the Water Boards and all these
21 guys are out there every single day getting press and news
22 and that's how come they don't go through this type of
23 maneuvering that's taking place up here. The Integrated
24 Waste Board is not privileged to have those type of
25 regional setups.

1 So I do believe we have a responsibility to put
2 our name out there, and we should become a household name.
3 If there's a free opportunity to do so, I don't know who
4 in their right mind wouldn't take advantage of that
5 opportunity to make that happen. We do promote zero
6 waste, you make it happen. I do believe we should be out
7 there talking about reduce, reuse, recycle. At the same
8 time, I believe people should know in the political scheme
9 of things what we're faced with now that people need to
10 understand we're a very important integral part of
11 California, and we have a responsibility to protect the
12 health and safety of the people of California.

13 COMMITTEE MEMBER MOULTON-PATTERSON: Thank you.
14 I've notice that lately the State Water Board has a lot of
15 commercials on about I think, you know, non-point
16 pollution and trash getting into the ocean and so forth.
17 What do they use as their money to, you know, to put forth
18 these -- you know, that must be very expensive because
19 I've seen them everywhere just recently.

20 PRINTING AND WEB PUBLICATION MANAGER ALBERT: I'm
21 going to let the expert answer that.

22 COMMITTEE MEMBER MOULTON-PATTERSON: Roni.

23 MS. JAVA: Good morning, Chair Linda
24 Moulton-Patterson, Madam Chair Peace, and good morning,
25 Mr. Washington.

1 I don't have all the details, but I'm aware that
2 the Water Board received about \$10 million -- excuse me --
3 \$5 million for a PR campaign specifically to do that.
4 There's more funding attached to it. But I believe 5
5 million was earmarked for publicity purpose specifically.

6 COMMITTEE MEMBER MOULTON-PATTERSON: Thank you.

7 And then my other --

8 CHAIRPERSON PEACE: From where did that 5 million
9 come from?

10 MS. JAVA: I apologize. I don't know. I do
11 believe it was legislation. I can get that information
12 for you today.

13 COMMITTEE MEMBER WASHINGTON: And with that was a
14 matching, Madam Chair, with the public sector --

15 OFFICE OF ENVIRONMENTAL EDUCATION DIRECTOR
16 BRODDRICK: I think I know where that money came from only
17 because I got involved in it. It also has a school
18 education piece, and that money came from a -- it was an
19 enforcement action against Arco and it targets only
20 Los Angeles County.

21 COMMITTEE MEMBER WASHINGTON: And that came
22 directly, Madam Chair, from some political pressure from
23 over in the state Capitol. And that's how come those
24 Water Boards are critical. The local Water Boards do
25 about \$100 billion a year.

1 COMMITTEE MEMBER MOULTON-PATTERSON: Thank you.

2 My other question was on this marketing task
3 force you mention on page 4, you know -- and this is made
4 up by our Deputy Directors; is that right?

5 PRINTING AND WEB PUBLICATION MANAGER ALBERT:

6 Yes, ma'am.

7 COMMITTEE MEMBER MOULTON-PATTERSON: I'm kind of
8 stunned that the initial meeting was on April 1st, 2003.
9 Obviously, I think this is critical that we communicate
10 with each other. And I think there is a lot of
11 duplication of effort. And you know, like I said, I'm
12 really surprised this hasn't been, you know -- and I don't
13 want to give you guys all a bad time here. I appreciate
14 you being here. And Tom, you must be working 24 hours a
15 day if this is day three. So I thank you for all you've
16 done. And I'm not being critical to you. I just feel
17 that, you know, the communications within the departments
18 is absolutely critical.

19 ACTING DEPUTY DIRECTOR ESTES: Absolutely.

20 COMMITTEE MEMBER MOULTON-PATTERSON: So I
21 certainly would want to see that promoted in any way it
22 can be. I mean, we're not in competition here.

23 ACTING DEPUTY DIRECTOR ESTES: I would just echo
24 what I'm picking up from this is coordination is really
25 key.

1 COMMITTEE MEMBER PEACE: Mr. Paparian, would you
2 like to say something?

3 BOARD MEMBER PAPARIAN: Thank you, Madam Chair.
4 Actually, I sat through a number of the Committee meetings
5 that I haven't sat on. This is the first time I'm feeling
6 anxious to say something because I think this is so
7 important.

8 I think Mr. Washington hit one of the things that
9 I think is important, that's earned media. I think that
10 the -- you know, the foundation of a lot of what we do is
11 to earn the media that we get to really -- it takes really
12 hard work. I've done it in my past professions. It
13 really takes -- it takes a lot of energy and a lot of work
14 to do it. But it's not rocket science. It can be done.
15 And I think that with the messages and programs that we
16 have, I think we could earn a lot more positive publicity
17 about what we do that will communicate to the public
18 things that the public can do to help in these efforts.

19 Kind of a foundation of a lot of the earned media
20 is identifying your audience. It's kind of like a
21 political campaign. You don't necessarily go out and
22 target everybody in a district or everybody in California.
23 What we probably want to do in some of our things is try
24 to find those occasional recyclers who might recycle more
25 or people who aren't recycling who might do a little bit

1 of recycling if they got the right message. So I think
2 audience identification is going to be important.

3 And then a couple of internal things that I'm
4 concerned about. I've seen kind of a proliferation of
5 newsletters going out, written materials on paper, and I
6 think that we really ought to be playing more of a
7 leadership role of consolidating some of the things we do
8 and doing it much more electronically than on paper. I
9 think that's something we advocate that others do, and I
10 think we could do a little bit more to show some
11 leadership there.

12 Anyway, I'm anxious to work with the Public
13 Affairs Office on some of these things. And I certainly
14 appreciate, Madam Chair, your leadership in trying to
15 bring this forward and make sure that we have the best
16 sort of communications planned and strategy that we can
17 possibly have. And I'm looking forward to working with
18 everybody on it.

19 COMMITTEE MEMBER PEACE: Thank you, Mr. Paparian.

20 I think in order for this Committee to make good
21 decisions on a plan, we need to know what outreach
22 activities the Board is already undertaking. I know you
23 mentioned a few with the oil and the tire things that we
24 do, but I would like, you know, to see a comprehensive
25 list of all the outreach activities that the Board does,

1 how much we spend on them, and what we actually do, the
2 nature of the outreach, do we do it -- do we directly
3 provide brochures or grant money to, you know, grant money
4 to locals to do outreach. I'd like to know what all of
5 our outreach looks like and what is spent on it, whether
6 it's anything from, you know, the Board approved
7 heartlands sponsorship, which I guess was not, you know,
8 redone. But to individual program efforts like the oil
9 money and what promotion materials we put out to the
10 recycled product trade show, you know, everything that
11 this Board does in terms of outreach and how much we spend
12 on it. Maybe from there, we can get a better grasp on it
13 and go from there.

14 ACTING DEPUTY DIRECTOR ESTES: Okay. We'll work
15 on.

16 CHAIRPERSON PEACE: Make sure all the departments
17 will cooperate.

18 EXECUTIVE DIRECTOR NAUMAN: I think it's very
19 important. Both Mark and I have spent a considerable
20 amount of time -- Tom and Frank and staff -- over the
21 course of the last few weeks really trying to hone in on
22 some areas where we all see opportunities for improvement.

23 And I think Tom touched on a little bit when we
24 talked about the task force. And while that's one
25 mechanism, we're really kind of spinning off of that and

1 have asked Tom to work through the executive staff and
2 identify a key contact at the highest levels in the
3 divisions that Tom will be interacting with pretty much on
4 a daily basis. We've asked him to walk the halls, be
5 familiar with the programs, really seek out opportunities
6 for us to be able to get our message out there and kind of
7 create these opportunities.

8 And it really comes from the kind of coordination
9 he was talking about. So that's what's going on at the
10 program levels, you know, is recognized, and the
11 interrelationship of the activities that are going on in
12 the programs are recognized so that Tom and Frank and the
13 staff can capture those opportunities and turn those into
14 opportunities for us to get the message out.

15 CHAIRPERSON PEACE: We have all these different
16 outreach programs. To me, whether it's the tire, the oil,
17 or school programs, they all need to have the same
18 message. They all have their individual message, but they
19 can all be connected with a zero waste. The zero waste,
20 you make it happen message. So that the public's --
21 whatever they do, they see that message. And you know, to
22 get the public to think about anything, they have to see
23 it a bunch of different times. If they see it when they
24 see a tire brochure or oil brochure, a school, you know,
25 something -- school programs do zero waste, you make it

1 happen, that that be incorporated into all our literature.

2 And then after we do that internally, then maybe
3 we can move out externally and we partner with other state
4 agencies where it's appropriate, like the Department of
5 Conservation. We work with stakeholders, whether it's
6 landfill operators, transfer stations, MRFs, composting
7 facilities, C&D facilities, local governments, to try to
8 get them to all use that same zero waste, you make it
9 happen slogan.

10 I don't think they necessarily have to say
11 California Integrated Waste Management Board every time,
12 but we can encourage them to use that zero waste slogan.
13 Just like I got a little brochure here, in fact, that you
14 gave us the other day on a thing for the California
15 Resource Recovery Association, this little brochure.
16 Right in here on the front it says, "zero waste." And I
17 just think if every time, you know, people see stuff like
18 this, it's reinforced zero waste, you make it happen, I
19 think that is a score for us. Whether it comes from the
20 California Resource Recovery Association or who it comes
21 from, if we can get everybody on the same page, I think
22 it's good for everybody.

23 ACTING DEPUTY DIRECTOR ESTES: That will give us
24 a lot of years to work on as well.

25 CHAIRPERSON PEACE: That's not something that's

1 going to happen overnight.

2 ACTING DEPUTY DIRECTOR ESTES: That's right.

3 CHAIRPERSON PEACE: I think the more repetition
4 you can get, the better they remember. Would any of the
5 other Committee members like to have maybe the Office of
6 Public Affairs meet with us individually or together so we
7 can get ideas on what each of us think is important?
8 Because I know I'm sure it's hard for them to go six
9 different directions. We all should kind of be on the
10 same page.

11 COMMITTEE MEMBER MOULTON-PATTERSON: What's the
12 time line on this? You know, this is the draft. I know
13 we've been talking about it for a long time. But now I
14 think we're really, really into it. What's your plan as
15 far as where it goes from here?

16 ACTING DEPUTY DIRECTOR ESTES: I think our goal
17 is to get the input we can as quickly as we can. Ideally,
18 that would be within the next two to three weeks. And you
19 know, I think it's really dependent on everyone's
20 schedules and availabilities because I think everyone
21 deserves to be heard. We'd like to bring this back in
22 September, but certainly no later than October.

23 COMMITTEE MEMBER MOULTON-PATTERSON: Because I
24 certainly agree with Cheryl that, you know, now that we
25 have our message -- and I think we worked really hard to

1 come up with the zero waste, you make it happen. And we
2 were all in agreement that day. So, you know, just the
3 repetition is what's so important. And I mean, certainly
4 I would be willing to meet anytime with you. But I just
5 think we need to get really going on it. Any of our
6 strengths that we could bring to the office, I think we're
7 all very interested in this issue. As Mike said, you
8 know, it's a lot of hard work. But developing
9 relationships with reporters and all of that, that all
10 counts. And so anyway, I think we're off to a good start.
11 It's been a slow start, but I feel good about the report
12 today. Thank you.

13 ACTING DEPUTY DIRECTOR ESTES: Thank you.

14 CHAIRPERSON PEACE: Well, if we could bring this
15 back by the next Committee meeting, you think you could
16 have a list of all the Board's outreach programs and what
17 we spend?

18 ACTING DEPUTY DIRECTOR ESTES: Absolutely.

19 CHAIRPERSON PEACE: Maybe some ideas from how
20 each Board member, what they think is important in terms
21 of outreach public education. And then bring that back to
22 the next Committee meeting and maybe we can put something
23 together for the October Board meeting.

24 ACTING DEPUTY DIRECTOR ESTES: Okay. That will
25 be doable.

1 CHAIRPERSON PEACE: Okay. Thank you.

2 ACTING DEPUTY DIRECTOR ESTES: Thank you.

3 CHAIRPERSON PEACE: Does anybody have any more
4 comments you'd like to make, any more input, anything
5 you'd like to say? I guess nobody has anything else to
6 say. This meeting is adjourned.

7 (Thereupon the California Integrated Waste
8 Management Board, Education and Public Outreach
9 Committee adjourned at 11:08 a.m.)

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1 CERTIFICATE OF REPORTER

2 I, TIFFANY C. KRAFT, a Certified Shorthand
3 Reporter of the State of California, and Registered
4 Professional Reporter, do hereby certify:

5 That I am a disinterested person herein; that the
6 foregoing hearing was reported in shorthand by me,
7 Tiffany C. Kraft, a Certified Shorthand Reporter of the
8 State of California, and thereafter transcribed into
9 typewriting.

10 I further certify that I am not of counsel or
11 attorney for any of the parties to said hearing nor in any
12 way interested in the outcome of said hearing.

13 IN WITNESS WHEREOF, I have hereunto set my hand
14 this 15th day of August, 2003.

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23 TIFFANY C. KRAFT, CSR, RPR

24 Certified Shorthand Reporter

25 License No. 12277